

Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701
C.G.S. § 10-262u

Vernon Public Schools
V.4 09-03-2013

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***Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
Web site at: <http://www.ct.gov/sde/AllianceDistricts>***

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: <http://www.ct.gov/sde/AllianceDistricts>.
- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: <http://www.ct.gov/sde/AllianceDistricts>.



3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment **must be postmarked by June 28, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
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4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013



5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Vernon Public Schools		
Name of Grant Contact Person:	Dr. Mary P. Conway		
Phone # of Contact Person:	(860) 870-6000 ext 124		
E-mail of Contact Person:	mconway@vernon-ct.gov		
Address of Contact Person:	Street Address:	30 Park Street	
	City:	Vernon	Zip Code: 06066
Name of Superintendent:	Dr. Mary P. Conway		
Signature of Superintendent:		Date: 9/9/13	
Name of Board Chair:	Mr. Dean Houle		
Signature of Board Chair:		Date: 9/9/13	
Local Board Approval of Plan: ¹	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	8/26/13		
Priority School District?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district’s **vision statement**?

Fundamental Change (Program, People, Conditions) is needed to improve outcomes of students in poverty. (The Turnaround Challenge, Mass Insight Report, 2007)

PHASE I Marginal/Technical Change

- Revise Curriculum in all subject areas to include common assessments
- Develop an assessment calendar for screening, formative, and summative assessments
- Recruit and retain only the best teachers and administrators

PHASE II Technical And Adaptive Change

- Place teachers and administrators in assignments that best serve the needs of the students
- Implement the curriculum and assessments and use the resultant data to revise curriculum and to improve instruction
- Provide a wide variety of opportunities for professional growth for teachers and administrators

PHASE III Adaptive/Fundamental Change

- Provide opportunities for learning for students at all levels
 - Themed Schools – Grades 4 & 5
 - International Baccalaureate School –within-a-school at middle school
 - Blended learning at high school
 - Multiple Opportunities for students to earn college credit
 - New-Student Intervention Team

What is the district’s **mission statement**?

Vernon Public Schools
Mission

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

In support of its mission, the Vernon Public Schools had adopted three (3) educational goals to drive its improvement efforts:

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high quality curriculum, instruction, and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

What are the district’s core **beliefs or values**?

The Vernon Public Schools believes that we work collaboratively as a district to support students to reach

graduation and prepare them for their future dreams of college and careers. We believe that all teachers prepare students to achieve the core beliefs as outlined by Rockville High School.

The Rockville High School Community is committed to providing a safe and respectful environment where all members are dedicated to lifelong learning. By working collaboratively with families and community members, we will graduate students who are productive and contributing members of a dynamic, global, 21st century society. We believe rigorous and meaningful academic and extracurricular programs afford all students the opportunity to become Responsible, Open minded, Critically thinking, and Knowledgeable.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement districtwide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes districtwide?

The district's **Theory of Action (ToA)**:

1. If the district develops **curriculum** aligned with state and national standards, develops common assessments to measure student achievement of the curriculum, and utilizes the results from both local and state-wide assessments to revise the curriculum, then student achievement will improve.
2. If teachers and administrators utilize the **data** from state-wide and local assessments to identify the individual needs of our students and we change our instruction based on those identified student needs, then student achievement will improve.
3. If the adults involved in instruction **collaborate** around student work, instructional strategies, and assessment; develop a common vocabulary regarding instruction and a common understanding of best practice; use that collective information to inform their instruction; employ high-yield research-based instructional strategies; and, hold each other accountable for such, then student achievement will improve.
4. If teachers engage in **professional learning** based on students' instructional needs; and if that professional learning is job-embedded, cyclical, consistent, ongoing, and includes 360 degree feedback regarding implementation, then student achievement will improve.
5. If teachers establish quality **relationships** with students and ensure that students are highly engaged in rigorous relevant work, then student achievement will improve.

Underlying belief:

If every adult in the district believes that all children can learn and has high expectations for each child; and works together systemically to ensure that each child has every opportunity to achieve the district's mission, then students will achieve at high levels.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13): Based on October 1, 2012					
Total Enrollment:	3445	Per Pupil Allocation: ²	\$12,960		
Total # Schools:	7	Operating Budget:	\$48,180,997		
# Review Schools: ³	0	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	68.27%	% F/R Lunch:	36.28%		
% Black:	13.53%	% IEP:	12.10%		
% Hispanic:	11.76%	% ELL:	2%		
% Other:	6.44%	Attendance Rate:	95.1%		
District Personnel (2012-13):					
# Certified School-based Staff:	339	Median Teacher Salary: ⁴	\$67,351		
Student/Teacher Ratio: ⁵	1/10	# Central Office Administrators:	11		
# School Administrators:	12	# Central Office Support Staff:	14		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a	75.4	n/a	
Math	Gr. 3 CMT at/above Goal:	59.8%	59.7%	64.2%	n/a
	Gr. 5 CMT at/above Goal:	74.1%	65.9%	65.9%	n/a
	Gr. 8 CMT at/above Goal:	63.9%	59.7%	61.4%	n/a
	Gr. 10 CAPT at/above Goal:	39.9%	36.8%	39.5%	n/a
Reading	Gr. 3 CMT at/above Goal:	46.5%	65.1%	59.0%	n/a
	Gr. 5 CMT at/above Goal:	55.9%	53.7%	61.7%	n/a
	Gr. 8 CMT at/above Goal:	67.1%	65.1%	70.8%	n/a
	Gr. 10 CAPT at/above Goal:	34.5%	33.6%	35.5%	n/a
Chronic Absenteeism Rate: ⁶	12.6	11.5	10.6	n/a	
4-Yr Graduation Rate:					
% Pursuing Higher Education:					

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<ul style="list-style-type: none"> -Developed CCSS-aligned curricula, assessments, and model lessons using the Rigorous Curriculum Design model -Added 3 literacy specialists and 2 math coaches in the schools showing the greatest need -Instructional rounds, walkthrough observations, and formal observations used to provide feedback to improve instruction
Human Capital	<ul style="list-style-type: none"> -Teacher PD time increased from 20 to 30 hours per year -PD shifted to an embedded model with opportunities to individualize professional learning
Operations	<ul style="list-style-type: none"> -District budget is built “from the bottom up” -Daily extended time of one hour for all students at two elementary schools and for some students at two other students.
Culture and Climate	<ul style="list-style-type: none"> -Maple Street School- a community school- provides wraparound services (one of five in the state) -Congruence between local school board objectives and Alliance District principles

For the following domains, identify the district's most significant **growth areas**.

Academics	<ul style="list-style-type: none"> -CCSS-alignment and curricular development in math/ELA -Inconsistency in common planning time for teachers
Human Capital	<ul style="list-style-type: none"> -Need for strong leadership, both internal and external, to work in low-performing schools -Retention of strong teachers
Operations	<ul style="list-style-type: none"> -Increase number and costs of student outplacements -Stress on system of high magnet school tuition and transportation costs -Implementation of full-day kindergarten as part of extended learning time initiative
Culture and Climate	<ul style="list-style-type: none"> -High School attendance rate -Discipline issues at the high school level
Root Cause Analysis	<p>The root causes are related to the lack of a written curriculum guaranteed for all students. The mission statement of the Board of Education and the Theory of Action articulates the need for a high quality curriculum, instruction and assessments. The work of the instructional coaches and teachers across the district has included development of a quality curriculum with common assessments.</p> <p>The work of the Senior Leadership Team included research and development of Vernon's Strategy for Improvement. This strategy will be the focus of the work for the Vernon Public Schools as it creates a coherent lens to analyze the expectations of the curriculum, teachers and students. It drives the instructional tasks in which we engage students.</p> <p>The development of a team structure will support the regular review of the curriculum, student achievement and necessary adjustments.</p>

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district’s overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district’s key initiatives from Year 1** of the Alliance District program.

1. Strengthen curriculum and classroom instruction system-wide (BOE Goal #2)
2. Strengthen Tiers I, II and III interventions in all areas to create a positive school climate (BOE Goal 3)
3. Strengthen SRBI Tier II and Tier III interventions to reduce the achievement gap in Vernon for students with disabilities and those living in poverty (BOE Goal #2).
4. Strengthen partnerships between the families and schools which will have a direct impact on student success (BOE Goal #1).

Briefly describe the district’s Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

- District initiative 1:**
- On-site professional development was provided to teachers through the district teacher-coaches with a focus on K-3 literacy and numeracy through the three Alliance funded instructional coaches.
 - The adoption of *The Framework for Teaching*, by Charlotte Danielson has provided teachers with a tool to engage in self-reflection and goal setting that is a direct result of their reflection. Individualized learning was enhanced through the multiple early release days and access to on-demand professional development with guided professional development within and outside of the district.
 - Individual and groups of teachers engaged in personally designed, ongoing and embedded professional development through the use of the *Danielson Framework* to determine a focus for discussion and viewing teaching and in-service through *PD 360*. 100% of staff used this tool to access more than 3,000 professional development video segments.
 - Benchmark assessments continue to be developed and revised to align to the Common Core State Standards as part of the curriculum

Data: The end of the year data indicates that largest changes in “high risk” category of the screens for students in K-3 than 4-5. This is reflective of the focus by the instructional coaches on K-3.

	Grade	Fall % High Risk	Spring % High Risk	% Change
Math: Number Identification	K	17.10%	24.00%	6.90%
Math: Computation	1	71.10%	23.00%	-48.10%
Math: Concepts and Application	2	46.70%	25.40%	-21.30%
Math: Computation	2	39.50%	18.60%	-20.90%
Math: Concepts and Application	3	27.30%	26.90%	-0.40%
Math: Concepts and Application	4	23.10%	32.00%	8.90%

	Grade	Fall % High Risk	Spring % High Risk	% Change
Word ID Fluency	K	42.18%	10.95%	-31.23%
Oral Reading	1	NA	5.84%	NA
Reading: Maze	2	13.60%	7.55%	-6.05%
Reading: Maze	3	8.45%	6.43%	-2.02%
Reading: Maze	4	1.96%	4.45%	2.49%



Math: Concepts and Application	5	21.90%	25.50%	3.60%	Reading: Maze	5	2.37%	5.88%	3.51%
Math: Concepts and Application	6	26.30%	18.00%	-8.30%	Reading: Maze	6	4.19%	3.26%	-0.93%
Math: Concepts and Application	7	34.30%	26.30%	-8.00%	Reading: Maze	7	0.86%	0%	-0.86%

District Initiative 2:

- The behavior coach, special education teacher, social worker, school psychologist and .5 Assistant Principal were hired to address all levels of support for students in all elementary schools. The behavior coaches have worked in all 5 elementary schools sharing classroom strategies for all students and teachers to improve Tier I instruction and classroom management. Student engagement was measured before and after interventions were provided.

Data: Behavioral coaches positively impacted the teachers’ ability to engage students. A higher level of student engagement will result in increased opportunities to learn. Data was collected by behavior coaches using a student engagement rubric.

Class	% Before	% After	% Change
1	67%	82%	15%
2	65%	74%	9%
3	70%	80%	10%
4	71%	82%	11%
5	53%	82%	29%

District Initiative 3:

- The Vernon Mental Health Round Table has met quarterly to share resources across the district and community. Multiple agencies are represented and contribute to the supports that school staff are able to offer students and their families.
- School climate surveys were presented in multiple ways and ideas shared across the district to increase participation rate of parents. The participation rates increased across the district due to our efforts.

Data:

# Parents completing the survey	Center Road School	Lake Street School	Maple Street School	Northeast School	Skinner Road School	Vernon Center Middle School	Rockville High School
2011-12	33	83	11	10	9	71	116
2012-13	143	95	46	106	25	94	93

- Vernon has made significant progress with posting information to the website. The website went live in the fall and there have been 60,300 hits to the website since it went live. That is well over 6,000 hits monthly.
- Para-educators were paid to attend multiple trainings. They were offered 5 different professional development offerings this school year. These offerings were voluntary and had tremendous turnout and very high ratings when evaluated. In addition to feeling valued as a member of the school system, they felt better trained to support student learning in the schools.
- The Truancy Counselor supported families to understand the changes in the law governing attendance. Through his work, chronic absenteeism was reduced again this school year.

District Initiative 4:

- Reading specialists and Reading Recovery teachers were increased at the two Tier III schools to offer Tier II and Tier III instruction. This intensity of instruction is necessary for some students and has shown high success rates for students.
- Reading Recovery is a resource intensive program that has made a difference in the lives of the children it has serviced. All students who received this intervention began well below grade level.

Data: Student Achievement of Students Receiving Reading Recovery Instruction

School	# Students Served	# Ending Below Grade Level	# Ending On Grade Level	# Ending Above Grade Level	% Significant Growth Shown
MSS	14	4*	9	1	93.5%
NES	7	0	3	4	100%
MSS average increase is 4.5 F&P reading levels. *Two students did not complete the school year.					
NES average increase is 8 F&P reading levels.					

- Increased reading specialists were provided to the two Tier III schools.
- The increased school psychologist allowed for one of our Tier III schools to offer after hours support to families at the Community School at Maple Street School. This was helpful to students and their families. This level of wraparound services will impact the student, his family and the peers in the class of that student.
- A math interventionist was hired at Rockville High School this school year mid-year. Screening data will support the identification of students to be serviced by this interventionist.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

The district is creating an alternative school program for students who require high levels of social and emotional supports. Some of these students were supported through the Alliance funded special education teacher within an elementary school. It was determined that some of these students need a completely separate program and the funding used for this teacher will not be used next year. Although there are students that need high levels of support, this program is being developed to support students returning to district or in lieu of placement in out of district agencies, not funded through the Alliance District Grant.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	<p><i>Strengthen Curriculum and Classroom Instruction System Wide</i> is the first priority and aligns to the <u>Board of Education Goal #2</u>: Increase the achievement of every student through high quality curriculum, instruction, and assessment. The continued development of a high quality curriculum, coaching and monitoring of implementation will be a combined effort between local and Alliance funding. Extending learning time will also be achieved through combined local and Alliance funding.</p> <p>Transition to the Common Core State Standards and New Assessments (CSDE Focus area #1) Educator Evaluation and Support (for both teachers and administrators) (CSDE focus area #2)</p>	<p>X Continued from Year 1 X New priority</p>
Priority #2	<p><i>Strengthen Tiers I, II, III interventions in all areas to create a positive school climate</i> is the second priority and aligns to the <u>Board of Education Goal #3</u>: Promote safe environments that are socially, emotionally, and physically conducive to learning. It is also articulated in the Vernon Public Schools Mission Statement: The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society. Each of the strategies will continue from the work that began last year.</p> <p>Interventions in Low-Performing Schools (CSDE focus area #3)</p>	<p>X Continued from Year 1 X New priority</p>
Priority #3	<p><i>Strengthen SRBI Tier II and Tier III interventions to reduce the achievement gap in Vernon for students with disabilities and those living in poverty</i> are the third priority. This priority aligns to the <u>Board of Education Goal #2</u>, to increase the achievement of every student through high quality curriculum, instruction and assessment. We will continue to monitor the interventions provided to students and increase math interventions in the two lowest performing schools.</p> <p>Interventions in Low-Performing Schools (CSDE focus area #3)</p>	<p>X Continued from Year 1 X New priority</p>



Priority #4 (optional)	<p><i>Strengthen partnerships between the families and schools, which will have a direct impact on student success</i> and aligns to the Vernon Public Schools Mission Statement. It aligns to the <u>Board of Education Goal #1</u>: Build and improve relationships and partnerships with family and community. The strategies identified are a continuation from year 1 with the exception of expanding the School Governance Team from one school to all seven schools.</p>	<p>X Continued from Year 1 X New priority</p>
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Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

Complete congruence between the Alliance Funding and the Board of Education Goals was evident in year 1 and will continue in year 2. The efforts are completely aligned to the theory of change which include the single most effect on student learning is a highly effective teacher. The district believes that collaboration and working in teams accomplishes much more than in isolation. Furthermore the most important improvement strategy for the Vernon Public Schools is to recruit, retain, and professionally grow highly effective teachers and administrators and provide them with the right tools, among them: a guaranteed, viable, and rigorous curriculum; an established structure for learning; working knowledge of highly effective teaching strategies and differentiation; common assessments; and time to collaborate around curriculum, instruction and assessment.

If not explicitly identified as priority areas, explain how the district will address the CSDE’s three focus areas for Year 2 of the Alliance District program. Briefly describe the district’s strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district’s strategy to intervene in its lowest-performing schools in Section #7.

The **State’s priority areas are bolded**, and the *Vernon Key District Initiatives are in italics* with the further detail listed below. The plan will continue to address the State’s three focus areas for Year 2.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.								
<i>Strengthen Curriculum and Classroom Instruction System Wide (BOE Goal #2)</i>								
Transition to the Common Core State Standards and New Assessments (CSDE Focus area #1): Educator Evaluation and Support (for both teachers and administrators) (CSDE focus area #2) :								
Summary: Briefly describe the district’s comprehensive approach to implement this priority.								
<i>The Vernon Public Schools’ Assessment Blueprint</i> and the <i>Vernon Strategy for Improvement</i> will guide the curriculum development work which aligns to the Common Core State Standards (CCSS) and will drive the development of Student Learning Objectives (SLOs) for the System for Educator Evaluation and Development (SEED) to strengthen the curriculum and instruction in the classroom. The <i>Vernon Strategy for Improvement</i> will be correlated to the CCT as part of the districts’ evaluation plan to strengthen classroom instruction through high leverage strategies. The district’s professional learning plan for the 2013-14 school year will be focused on teachers collaborating and analyzing local assessment to inform instruction as part of their SLO work.								
Outcome Metric: What is the desired result of the implementation of Priority #1?								
Meet target DPI and SPI scores for the district and each school respectively as seen on the district data dashboard. Full implementation of the district’s evaluation plan based on the SDE guidelines.								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
1. Provide on-site, intensive, collaborative, and job-embedded professional learning to improve Tier I instruction. (ToA #1)		Monitor use of coaches and implementation specialists by teachers and the curriculum aligned to CCSS.			⊙	⊙	⊙	
2. Develop, implement, and monitor the results of Common Core State Standard-based assessments K-12; bring clarity, coherence, and consistency to a shared understanding of what quality work looks like for teachers and students alike. (ToA #1)		Develop, administer and evaluate the results of the CCSS-based benchmark assessments in English/Language Arts and Mathematics according to the timeline established in the <i>Vernon Public Schools’ Assessment Blueprint</i>		⊙	⊙	⊙	⊙	

3. Build the leadership structures for administrative and teacher teams to regularly analyze academic and behavioral data to identify the most effective teaching practices to inform adult actions. (ToA #2)	Re-launch the Senior Leadership Team and team structures across Vernon to review assessment data to inform teacher actions to improve student achievement as seen on the Data Dashboards and expand the capacity of the student data management system.	⊖	⊖	⊖	⊖	⊖
4. Recruit and retain the most highly qualified teachers; train the best teachers to effectively coach their peers for instructional improvement. (ToA #4)	Provide career ladder growth opportunities to promote teacher-leaders.	⊖	⊖	⊖	⊖	
5. Extended learning for students in kindergarten through all day kindergarten. (ToA #1, 5)	Create full day kindergarten for all students in Vernon.		⊖	⊖	⊖	
6. Develop common planning periods at all schools to promote collaboration among grade levels and departments at all levels. (ToA #3)	Add music and art teachers at the elementary school to allow for common planning blocks.		⊖	⊖	⊖	
7. Provide regular professional learning opportunities for teachers to work collaboratively in small teams to review assessment data and develop instructional techniques/plans to meet the needs of individual students. (ToA #3, 4)	The district will provide a PL plan which will provide a minimum of six meeting times for collaboration. Teachers will meet their SLOs based on identified or created assessments.		⊖	⊖	⊖	
8. Dedicate two (2) administrators (.5 FTE each) to the successful implementation of the SEED, who will assist in the calibration of observers. (ToA #3)	The SEED model will be followed with fidelity according to the district timeline and observations will be compared by the Senior Leadership Team to determine accuracy of calibration	⊖	⊖	⊖	⊖	

Priority #2: Insert the Year 2 priority below.
<i>Strengthen Tiers I, II, III interventions in all areas to create a positive school climate. (BOE Goal #3)</i>
Interventions in Low-Performing Schools (CSDE focus area #3):
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Vernon's School Climate Committee has identified the need to strengthen tiers I, II and III in addition to the continued implementation of PBIS. Tier II and III supports are needed in classrooms to support increased focus and achievement for all students. The creation of a transition academy for students entering grade 6 and 9 will support students make a smooth transition to a new school. The Positive Behavior



Intervention and Support (PBIS) model has been adopted by the entire district as the overall approach to behavior management and to creating a positive school climate. It has been determined by the district leadership team and through school climate surveys that Rockville High School requires an additional focus on PBIS. The other six buildings have made significant strides in improving or maintaining a positive school climate, which then allows those buildings to focus on student achievement. As part of the overall strategy to address school climate and behavior a new principal was hired at Rockville High School specifically address climate and academic achievement. All new administrators and teachers will be oriented to the district-wide PBIS initiative.

Outcome Metric: What is the desired result of the implementation of Priority #2?

Decreased loss of instructional time due to disciplinary reasons and improved school climate as measured by the climate survey. Attendance, in particular tardiness and “cutting” classes, will improve in the identified buildings. Monitor and track PBIS data at each building level with additional support to buildings and new administrators or as needed.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
1. Strengthen the social/emotional domain of the SRBI framework in Vernon. (ToA #3)	Posting of classroom strategies to support teachers to the district website and continued support from the coach.		⊙	⊙	⊙	
2. Maintain behavior coaching to classroom teachers to address classroom management. (ToA #5)	Monitor the number of teachers being supported by the behavior coach and the impact on student engagement.		⊙	⊙	⊙	
3. Develop structures for school climate surveys to be discussed and action plans to be developed to address school climate and increase survey participation rates. (ToA #5)	Building and district level analysis of school climate data and participation rates.		⊙	⊙	⊙	
4. Strengthen connections to the community and increase awareness of PBIS. (ToA #5)	Create brochures for the community that highlight the PBIS core beliefs for each school		⊙	⊙	⊙	
5. Continue the expansion of professional development opportunities for Para-educators. (ToA #4)	Offer multiple professional trainings to support Para-educators in the classroom		⊙	⊙	⊙	
6. Develop a transition academy for students entering grades 6 and 9. (ToA #5)	Create a transition academy for students during the summer of 2014.				⊙	⊙
7. Monitor and track PBIS data at each building. (ToA #2, 5)	Based on September 2013 PBIS data, a goal will be developed by the school governance teams with evidence reported to Senior Leadership Team regularly.		⊙	⊙	⊙	



8. A comprehensive, year-long new teacher indoctrination program will include positive behavior management as a module for all new teacher cohorts. (ToA #3, 4, 5)	At least two meetings dedicated solely to behavior management. Anecdotal data from new teachers on behavior management progress.		⊖	⊖		
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Priority #3: Insert the Year 2 priority below.						
<i>Strengthen SRBI Tier II and Tier III interventions to reduce the achievement gap in Vernon for students with disabilities and those living in poverty (BOE Goal #2)</i>						
Interventions in Low-Performing Schools (CSDE focus area #3):						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
Additional resources have been added to our Tier III schools to support students to close the achievement gap that exists between their peers. Reading Recovery, math interventionist and flexible schedules are strategies to support Tier III students. Behavior coaching and continued implementation of PBIS, and para-educator training will address Tier I and II behavioral needs. The development of a transition academy for grades 6 and 9 will support the transitions from elementary to middle school and from middle to high school.						
Outcome Metric: What is the desired result of the implementation of Priority #3?						
Increased student achievement will be evident on the data dashboard and the impact of coaching and professional development will be measured by increased student engagement and program evaluations. Successful completion of the transition academy will be evident during the summer of 2014 as students prepare for the transition to a new school. Teacher capacity in targeting instruction based on individual needs will increase and directly improve student achievement and lessen the achievement gaps. Teachers will collaborate on data and instructional strategies to as a result of guided professional learning during significant meeting time provided by the schools and the district.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
1. Expand the number of teachers who offer Reading Recovery interventions to meet the needs of Tier II and Tier III students. (ToA #1)	Monitor the success of Reading Recovery on individual students through district assessments.	⊖	⊖	⊖	⊖	⊖
2. Hire an additional mathematics interventionist in the two lowest performing elementary schools (MSS & NES) to appropriately intervene with students based on need. (ToA #1)	Monitor the success of individual students on district assessments.		⊖	⊖	⊖	



3. Provide academic support to at risk high school students through blended learning opportunities (e.g., NovaNet). (ToA #1)	Monitor student credits recovered and/or earned through blended learning.		⊖	⊖	⊖	
4. Professional learning for teachers will focus on the creation and implementation of pre/post assessments based on CCSS which will increase teachers' ability to target instructional strategies based on individual student needs. (ToA #4)	Assessment data to be reviewed by grade/department teams. Classroom walkthroughs will be based on the Strategies for Improvement Rubric. SLO's will be based on assessment data and monitored by administrators. All grade level data will be analyzed and feedback provided by the Building Level Team.		⊖	⊖	⊖	

Priority #4 (optional): Insert the Year 2 priority below.						
<i>Strengthen partnerships between the families and schools, which will have a direct impact on student success. (BOE Goal #1)</i>						
Summary: Briefly describe the district's comprehensive approach to implement this priority.						
School, family and community partnership is critical to high achievement of all students. Vernon Public Schools is committed to strengthening these connections to enhance the educational experience for students and their families. Additional opportunities to support family involvement and community engagement as well as wrap around services through the Community School at Maple Street School are important to the success in strengthening partnerships.						
Outcome Metric: What is the desired result of the implementation of Priority #4?						
Increased school, family and community partnerships will be measured through the creation of the school compacts, Governance Teams and reflected in the school climate survey.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
1. Review effectiveness of School Compacts in each school. (ToA #1, 5)	Revision and distribution annually to families at all schools.		⊖			
2. Expand The Community School at Maple Street School through the expansion of services creating a wraparound model of services to families in need. (one of five in CT) (ToA #5)	Continue to work with the community and local agencies to expand offerings at the Community School.		⊖	⊖	⊖	



3. Explore the feasibility of offering childcare on early release days to families. (ToA #5)	Collaboration with a community agency to offer after school child care on three early release days.	⊖				
4. Promote parent involvement at Tier II and Tier III schools by making part-time employees full-time we are able to reach more families' before/after school and by flexing hours of some counselors. (ToA #5)	Continue to offer flexible scheduling to staff to offer extended learning for students at Tier III schools.		⊖	⊖	⊖	
5. Expand the School Governance Team from one school to seven schools. (ToA #1, 5)	Successful creation of a School Governance Team at all schools.		⊖			
6. Truancy/Residency counselor to monitor attendance monthly at building and district level to be reported on the data dashboard being developed. (ToA #1, 5)	Continue to monitor and report on student attendance monthly with a goal of 95% for all schools.		⊖	⊖	⊖	

7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

The structure for getting the work done in the Vernon Public Schools is teaming. Central to the work is the Building Leadership Team consisting of the building principal and teacher-leaders. Additionally, at the building level are grade level or department teams. At the central office, a senior leadership team supports the work at all levels.

Our new Assistant Superintendent for Curriculum, Instruction, and Assessment is leading the work of curriculum evaluation, revision, and implementation in all curricular areas. Reporting directly to the Assistant Superintendent are two Curriculum Coordinators, the Coordinator of Reading/Language Arts, Social Studies, and Library Media Services and the STEM (Science, Technology, Engineering, and Mathematics) Coordinator who ensure the systemic implementation of curriculum across the district. Supporting the work of the Coordinators are a Mathematics Teacher-Coach and a Reading/Language Arts Teacher-Coach as well as two Common Core State Standards Implementation Specialists. Additionally, there are two mathematics interventionists who service students in our three lowest performing schools as well as nine reading interventionists who service those same schools.

Through the teaming structure and the definitive through-line from the Assistant Superintendent for Curriculum, Instruction, and Assessment to the reading and mathematics interventionists, the Vernon Public Schools has the capacity to drive gains in the district’s lowest performing schools.



Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

The district's theory of action aligns directly to the Board of Education's Goals and the Key Initiatives of the Alliance Plan. Vernon has and will continue to differentiate support for schools based on their needed support. All schools are tiered and identified based on need.

Central office administrators will support gains in student achievement in all schools by focusing the work of the Senior Leadership Team on the data gathered and analyzed by the various teams, as outlined by the Structure and Organization Chart below.

- Academic indicators for pre-school to grade 12 will include benchmark assessments, universal screenings, performance learning tasks and State testing.
- Indicators will be collected for attendance, suspensions and stakeholder perception data on school climate.
- College and career readiness indicators will also be monitored including students earning college credit prior to high school graduation, four year and extended graduation rates, percent of student accepted into two and four year colleges as well as students accepted into certified career pathway institutions.

Based on both local and state assessments central office leadership has determined that Maple Street Elementary and Rockville HS have the greatest need and will receive the greatest support, including a change in leadership. Northeast Elementary was in this category of needing significant support and has made significant gains in both school climate and state assessments during the 2012-13 school year under new leadership. In light of these recent achievements, NES will receive continued support while under greater autonomy. The other four schools will continue to be monitored and given support on an as-needed basis.

Extended learning opportunities are being offered by way of full day kindergarten for all students. Elementary schools will be provided additional staff to enable common planning to occur at all grade levels so that they can plan, review data and ensure implementation of the new curriculum.

The district will identify a student database that will support effective and efficient recording and analysis of data points listed above. The current database is inadequate to effectively produce data reports that are useful. Timely data analysis is extremely important to inform instruction and make the necessary midcourse corrections as needed.

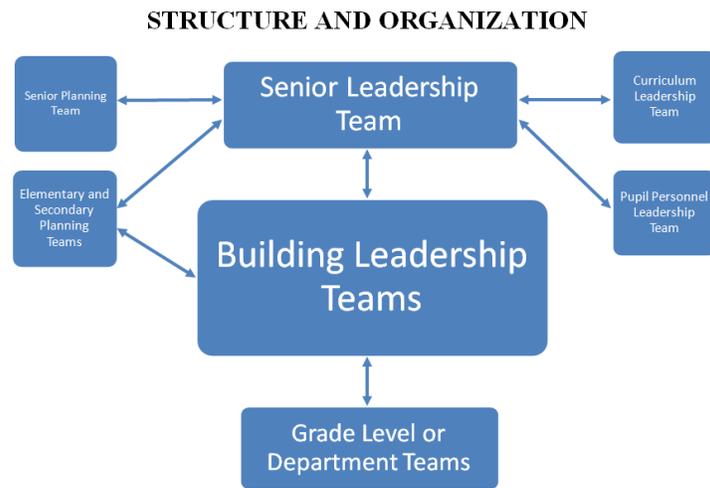
The district has provided new leadership (since July 1, 2012) in seven of the eight schools (Vernon created a new school on July 1, 2013). Teacher-coaches continue to provide support and professional learning for teachers.

8. Accountability and Support

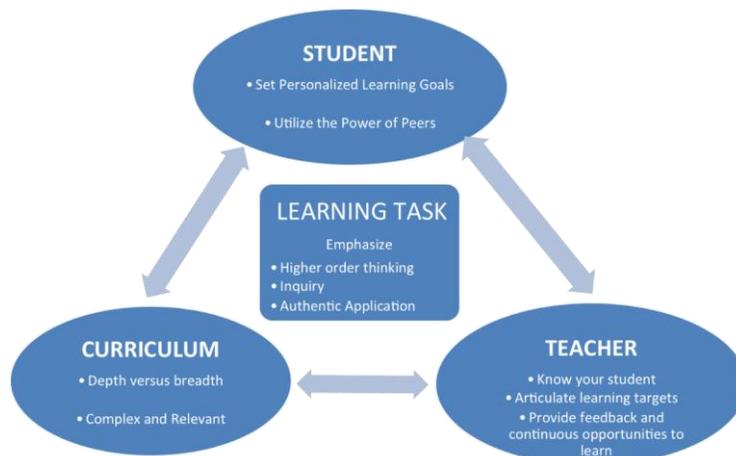
Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

Vernon Public Schools has developed and articulated a teaming structure to support data analysis at all levels and a structure to support student achievement. This is directly aligned to the theory of action around teaming.



Vernon is currently creating a data dashboard to post data at several different levels to enhance the communication of the importance of the data and monitor the change. Vernon has developed a strategy for improvement that supports the coherence of the work of the entire district. Baseline data was collected on the use of the elements of each of the components of Vernon’s Strategy for Improvement.



Instructional core adapted from *Instructional Rounds in Education* by Elizabeth City, et al.

Vernon BOE Goal #2



Describe the district's strategy for **monitoring schools**.

The Senior Leadership Team will discuss district level data and determine the focus for the district such as the development of the teaming structure and Strategy for Improvement. The members of the Senior Leadership Team will engage in discussion with members of the Secondary and Elementary Planning Teams to determine how this work will be shared with the Building Leadership Teams. Each of the Building Leadership Teams will articulate the work and analyze the data from the grade level or department teams. This focus on student achievement provides a cohesive through-line for communication and data analysis in both directions, from the classroom teacher to the Senior Leadership Team and back.

Data to be posted on the dashboards has been identified for the district level and will be developed for the building and grade or department levels in the 2013-14 school year. This data will support the analysis of the progress made by Vernon Public Schools at all levels.

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

Use of State Technical Advisors has been beneficial. On-going support from the state at this or a similar level will be used to support the monitoring of strategies and improvement of student achievement.

Continued funding through the Alliance Grant is essential to the on-going work of the Vernon Public Schools to increase student achievement and move out of the bottom thirty districts.

Executive coaching for new administrators through the State Department of Education would be helpful in our strategy to support new administrators.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

The revision to the Alliance Plan was made with input from a wide range of stakeholders. The Board of Education, community, administrators and teachers have shared their thoughts about the implementation over the last year as well as providing input into the development of the year 2 changes. Members from the bargaining units were present and shared their input during budget discussions, which included a discussion of priorities across the Vernon Public Schools and how to get the work done to improve instruction.

Vernon has published the Alliance District Plan on the website and continues to articulate its priorities through convocation, BOE meetings, Coffee Connection Meetings, Community Conversations and at the Town Council Meeting.

The Alliance Application Amendment for year 2 will be made available to the staff and public at large through the website. Members of administration will make themselves available to schools or parent groups to explain the plan and answer any questions. The plan will be discussed during multiple Board of Education meetings.

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.



N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* _____ Dr. Mary P Conway

Title: *(typed)* _____ Superintendent of Schools

Date: _____ June 24, 2013

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district’s Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district’s Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner’s Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner’s Network will be contingent upon the availability of funds.



VERNON PUBLIC SCHOOLS BUDGET 2013-2014

Key District Initiative	Program Elements Funded with Alliance	Personnel 2013-2014	Staff/Program Supports
1. Strengthening Instruction: Transition to the CCSS and New Assessments; Educator Evaluation and Support	Academic Coach	1.0 FTE	\$89,730
	Academic Coach	1.0 FTE	\$82,559
	CCSS Implementation Specialist	1.0 FTE	\$73,118
	Full Day Kindergarten	4.5 FTE	\$281,201
	Music Teacher	0.4 FTE	\$23,329
	Art Teacher	1.2 FTE	\$62,129
	Data Management System	NA	\$75,000
	Kindergarten Supplies	NA	\$60,000
2. Strengthening Social/Emotional: Interventions in Low Performing Schools	Assistant Principal	0.5 FTE	\$66,271
	Behavior Coach	1.0 FTE	\$79,882
	Social Worker	0.5 FTE	\$36,550
3. Strengthen SRBI: Interventions in Low-Performing Schools	Math Interventionist	2.0 FTE	\$151,356
	Reading Recovery	2.5 FTE	\$163,513
	Reading Specialist	0.4 FTE	\$39,333
4. Strengthen School and Family Ties	Truancy/Residency	1.0 FTE	\$48,799
	Psychologist	0.2 FTE	\$19,205
	Social Worker	0.7 FTE	\$42,065
			\$1,394,045

2012-13 Carryover	(\$3,076.41)
2013-2014 Alliance Budget	\$1,402,214.00
Total Available	\$1,399,137.59
Vernon Proposed Budget	<u>\$1,394,045.00</u>
<i>Unencumbered</i>	<i>\$6,922.59</i>